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ABSTRACT

The 1975-76 program aimed to: raise or maintain the rate of gain in computational and communicational skills of each student in the tutorial program; improve the computational and communicational skills of each student in the "Career Development" program; increase each "Career Development" student's awareness of, specific knowledge of, and general requirements of selected occupational groups; provide health services as needed; make parents aware of social services available; improve the relationship between parents and the school; and increase the tutors and supportive staff's knowledge of the program and its administration, and of new and improved instructional methods appropriate for migrant children. A total of 3,702 migrant students participated in the program. An evaluation covering the period from July 1975 through June 1976 and the 1976 summer program was based on data obtained from the Migrant Center staff, records, reports, test results, and on-site interviews. The Wide Range Achievement Test measured student gains in reading, spelling, and arithmetic. Student attitudes were assessed at the beginning and end of the year using a Scale of Student Attitudes. This report includes information on: program staff, children served, exemplary programs, inservice training, special and supportive services, resource center library, program effectiveness and integration, dissemination, and the summer school program. (NQ)

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MIGRANT CHILD EDUCATION IN MISSOURI '76

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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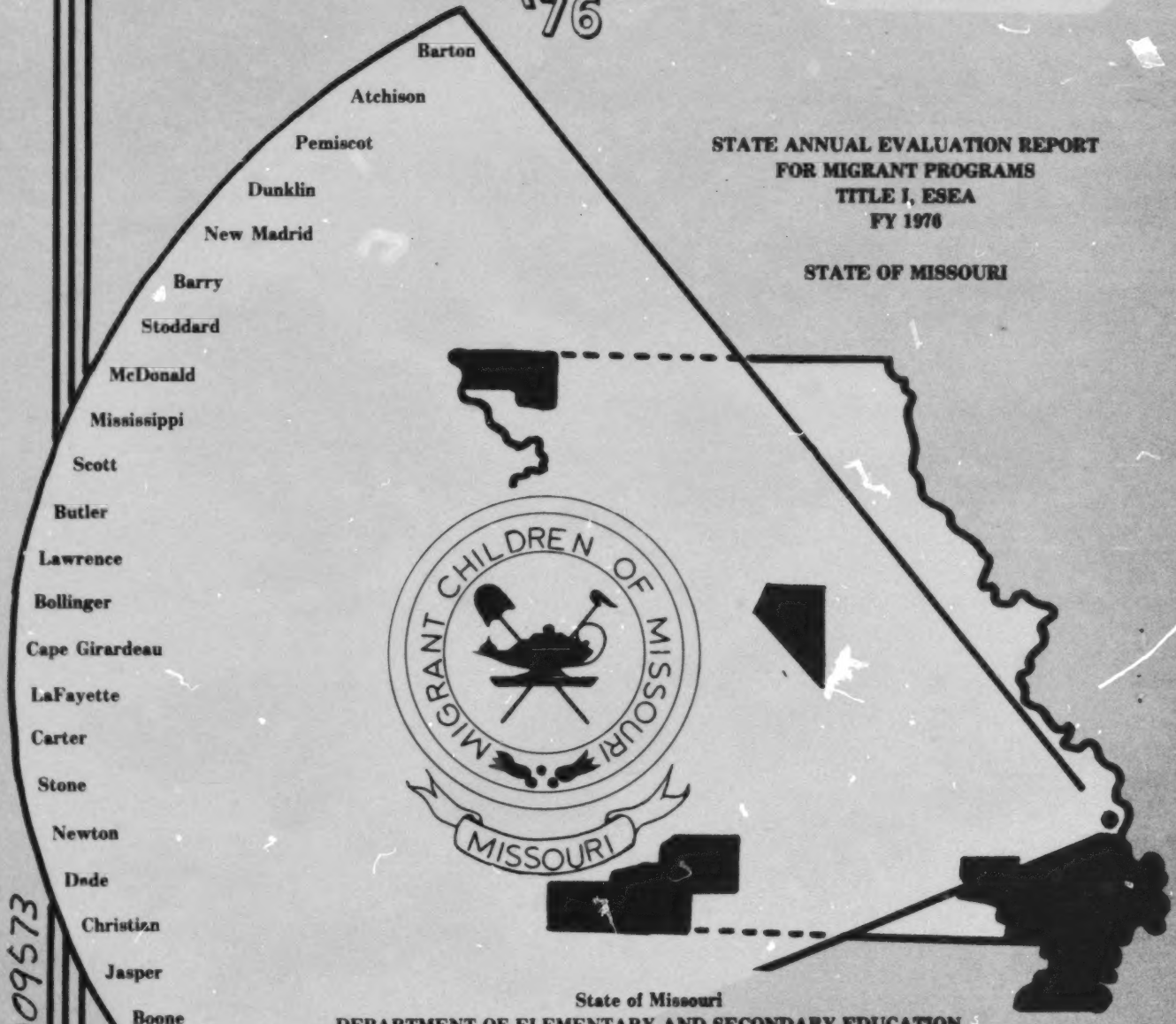

STATE ANNUAL EVALUATION REPORT
FOR MIGRANT PROGRAMS
TITLE I, ESEA
FY 1976

STATE OF MISSOURI

RC009573

State of Missouri
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Arthur L. Mallory, Commissioner of Education
Jefferson City, Missouri

ANNUAL EVALUATION OF MISSOURI'S EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN TITLE I, ESEA FOR THE 1976 FISCAL YEAR

MISSOURI STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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GRANT AWARD

TO

Southeast Missouri State University
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Dr. Robert E. Leestamper, President

Director, Cape Girardeau Center
Dr. Wayne McElroy

Director, Monett Center
Dr. Tony Woodrum

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November, 1976

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Many people have played an important part in this evaluation. Worthy of special appreciation are Mr. Gary Brummitt, Department of Elementary and Secondary Education; Center Directors, Dr. Wayne McElroy and Dr. Tony Woodrum and their staffs. Special mention should be made of the efforts of Mr. Al Mason and Mrs. Virginia Boren

Dr. Walter Davidson, Chairman
Evaluation Committee

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I. INTRODUCTION

In 1965 Congress passed the Elementary and Secondary Education Act, PL 89-10. Its purpose was to provide monies to aid in the education of disadvantaged children in the schools throughout the nation. This act was later amended (PL 89-750) to include the children of migrant agricultural workers.

In 1967 a survey revealed that Missouri schools enrolled sufficient numbers of migrant children to justify an educational program. The Department of Elementary and Secondary Education contracted with Southeast Missouri State University to make a study of migrant children and subsequently write a program for the State of Missouri. This, ultimately, resulted in the establishment of The Educational Services and Records Center for Migratory Children of Missouri in Cape Girardeau, Missouri. The Cape Girardeau Center was responsible for the total state program until 1975 when a second center was created at Monett, Missouri to serve the large number of migrants who were identified in the southwest corner of the state. The Monett Center is responsible for the counties of the 7th Missouri Congressional District plus Barton County. The Cape Girardeau Center is responsible for the remainder of the state.

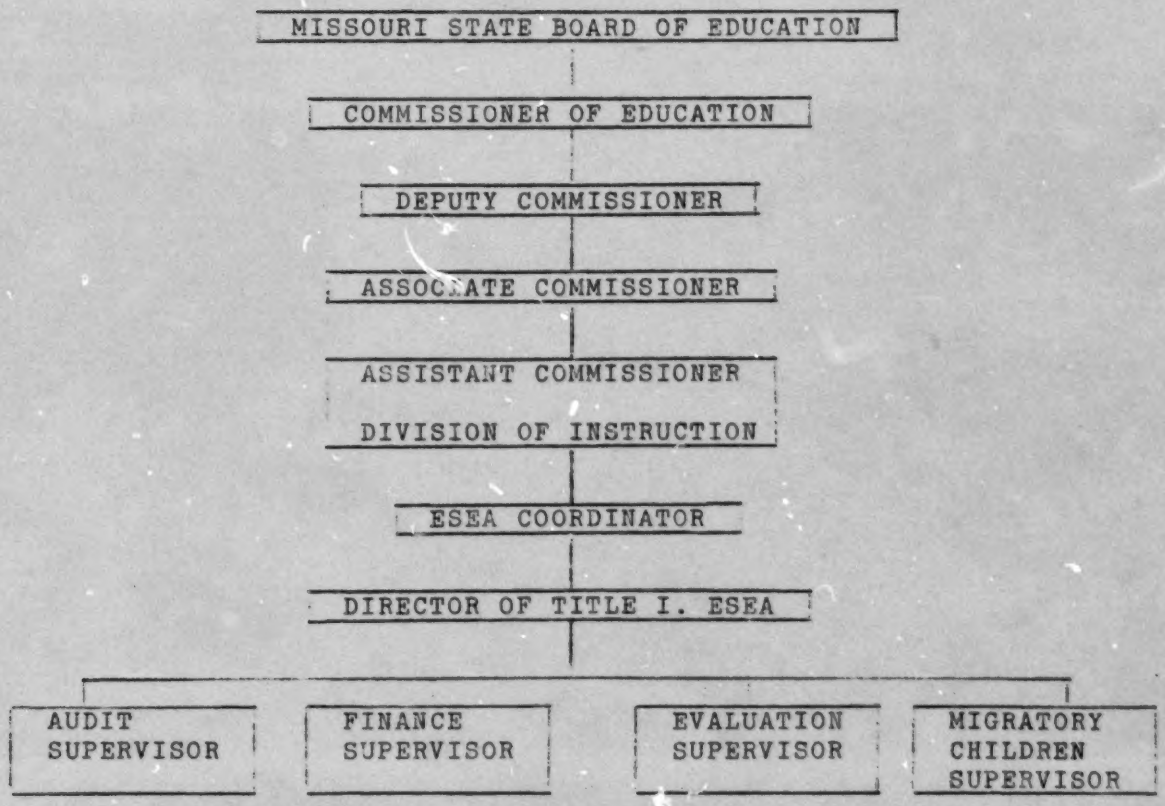
The program is administered under the auspices of The Department of Elementary and Secondary Education and is the direct responsibility of Mr. Otis Baker, the ESEA Coordinator; and Mr. Lloyd Boyd, Assistant Director, Migrant Programs.

Dr. Wayne McElroy serves as director of the Cape Girardeau Center and Dr. Tony Woodrum serves as director of the Monett Center.

Figure I shows the State Organizational Chart and indicates how the administrator of the migrant program fits into the organizational structure of the Missouri Department of Elementary and Secondary Education.

FIGURE I

ORGANIZATION OF STATE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION
FOR ADMINISTRATION OF
ESEA, TITLE I MIGRANT PROGRAM



Certain definitions of terms are unique to the migrant program. These terms and their definitions are as follows:

Migrant Teacher - A teacher hired by the local school district and supported by the Migrant Center to instruct those migrant students in need of special instruction.

The Instructional Program - Migrant funds are used to employ teachers in the school districts who have large numbers of migrant students enrolled. Migrant teachers provide remedial instruction or enrichment to small groups for short periods during the school day. Since the program is designed to supplement rather than supplant, a student is in the traditionally organized classroom during the regular instructional period. He receives his supplementary instruction at a time other than that scheduled for the usual classroom activities.

Migrant Child

A. Interstate - A child who has moved with a parent or guardian within the past 12 months across State boundaries in order that a member of his immediate family might secure temporary or seasonal employment in agriculture or fishing activity.

B. Intrastate - A child who has moved with a parent or guardian within the past 12 months across school district boundaries within a State in order that a member of his immediate family might secure temporary or seasonal employment in agriculture or fishing activity.

C. Five Year Migrant (formerly migratory) - A child who has been an interstate or intrastate migrant as previously defined but who, along with his parent or guardian, has ceased to migrate within the last five years.

II. STAFFING

A number of personnel are necessary for the operation of the Migrant Program. The following pages contain job descriptions of the personnel positions which were utilized in fiscal 1976.

CENTER DIRECTOR - The director is responsible for all services provided by the Center and the supervision of its operation. The Director is responsible for keeping the school districts informed as to proper identification of eligible migrant children, record keeping and assistance in implementing and evaluating instructional programs in local educational agencies.

GUIDANCE COUNSELOR - The counselor is responsible for developing and directing the Career Development Program. The counselor serves as a team member with other personnel to individualize an educational program for the migrant student. The counselor aids in recommending materials, instructional procedures and methods appropriate for migrant children.

READING SPECIALIST - The reading specialist is a person who aids in instructional service; diagnoses reading difficulties and writes prescriptions for migrant teachers to use with the migrant student and is responsible for the supervision of the reading program for migrants.

MATHEMATICS SPECIALIST - The mathematics specialist is one who assists the migrant teachers with their instruction in computational skills. (The person in this position also helps develop tutorial programs and promotes programs to school administrators).

SOCIAL WORKER - The social worker establishes and maintains contact with parents, children and the schools. They advise parents and school administrators of existing services and resources for migrant children and assist migrant families in obtaining these services.

LIBRARIAN - The librarian is responsible for the selection of library resources and instructional materials, the annotation and cataloging of materials, and supervises the circulation procedures of instructional and audio-visual materials.

NURSE - The nurse is responsible for the screening of migratory children for health defects and makes the necessary referrals to the appropriate medical specialist.

TERMINAL OPERATOR - The terminal operator operates the teletype which transmits the data between the Migrant Center and the National Migrant Data Bank in Little Rock, Arkansas. The terminal operator receives data from local schools and maintains current files on all data received and subsequently transmits such data via MSRTS.

SECRETARY - The secretary performs the clerical tasks necessary for the operation of the migrant program.

III. PROGRAM OBJECTIVES

Principal Objectives

1. Each student participating in academic tutorial instruction will maintain or increase his previous rate of gain in the computational and communicative skills.
2. Each student participating in career development programs will demonstrate improvement in the computational and communicative skills as related to the "Career Development" program developed by the Migrant Education Center.
3. Each student participating in career development programs will increase his awareness of, specific knowledge of, and general requirements of selected occupational groups.
4. All migrant students with a suspected or confirmed health or physical problem which affects his ability to learn, and for which no other resources are available, will receive complete follow-up and treatment.
5. Parents of migrant children will be made aware of social services available in the communities in which they reside.
6. The relationship between migrant families and the schools which their children attend will be improved.
7. As a result of specific inservice training, migrant tutors and supportive staff will increase their

knowledge of the migrant program, the administrative requirements of the program, and new and improved instructional methods appropriate for migrant children.

Subordinate Objectives

1. Identify migrant children as they enter Missouri.
2. Provide for each migrant student a complete educational and health record as prescribed by the National Data Bank in Little Rock, Arkansas.
3. Expand the scope of services to migrant children, particularly, in the area of career development programs.
4. Increase migrant parental involvement in, and understanding of their children's educational experiences.
5. Develop one or more pre-school pilot programs for migrant children.
6. Improve the competencies of migrant program staff members.
7. Maintain and expand the existing Migrant Materials Center.

IV. EVALUATION PROCEDURES

The evaluation was conducted by a three member team working in coordination with those staff members of The Missouri State Department of Elementary and Secondary Education who are charged with evaluation responsibilities.

The period encompassed by the evaluation was fiscal 1976 (July 1975-June 30, 1976) and also included the program conducted during the summer of 1976.

The evaluation was based on information contained in the Migrant Center records and reports, test results, Migrant Center staff members, and on-site interviews with administrators, teachers and students from the various school districts participating in the program.

Questions that the evaluation team attempted to answer during their visits involved:

1. How well is the program meeting its stated objectives?
2. How is the program coordinated with other school programs?
3. How much and what kind of community involvement is present in the program and its operation?
4. How effective do you think the program is?
5. What are the most pressing educational needs?
6. What are the program strengths?
7. What are program weaknesses?

The purpose of the evaluation was to determine the effect the migrant program has on the performance of the migrant

children for the 1975-76 school year. The plan was to measure learning levels at the beginning and ending of the school year. The difference of these measures would be the gain or loss in performance. A pre and post test was given to evaluate results in the areas of reading, spelling and arithmetic. The Wide Range Achievement Test (WRAT) was the instrument used for this purpose. It was selected for this purpose because it can be easily administered and enjoys a positive correlation with other nationally recognized achievement tests that require a greater amount of time to administer.

The teachers also completed in pre and post test fashion an attitude scale on each of the children. A copy of this scale appears in Appendix C.

V. CHILDREN SERVED

The total number of children enrolled on the National Migrant Data Bank who were identified as migrants in the State of Missouri was 3702. These children are located in twenty-two Missouri counties. Figure II is a map showing the location of migrant children throughout the state. The Monett Center served the area comprising the 7th Missouri Congressional District plus Barton County. The remainder of the state was served by the Cape Girardeau Center.

Initial identification of migrant children is the responsibility of the local school districts. Local school officials were assisted by personnel from the Centers in locating these children.

Services not available from other sources were provided through the Migrant Centers. Examples of these services were: (1) 1113 students were enrolled in a migrant instructional program, (2) 20 students were enrolled in a pre-school program, (3) 744 children were provided health services, (4) 176 children were enrolled in migrant summer programs.

Table I shows the different activities and participants in each. It is a duplicated count of students.

Table II indicates the number of students from each grade level who participated in the regular year and summer program.

Table III gives an unduplicated count of all students participating in the total project.

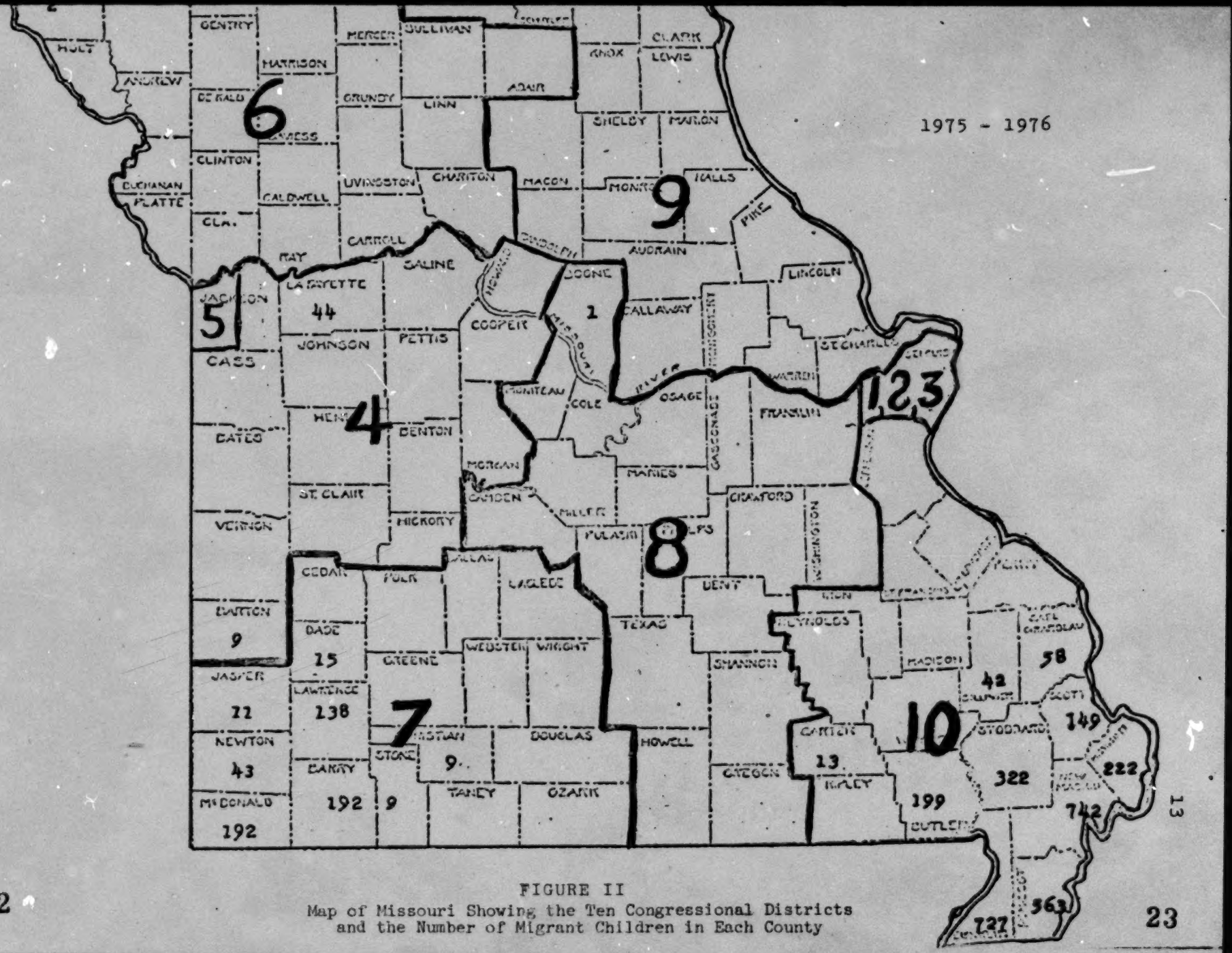


FIGURE II
Map of Missouri Showing the Ten Congressional Districts and the Number of Migrant Children in Each County

TABLE I

PARTICIPANTS BY ACTIVITIES

ACTIVITY	CAPE GIRARDEAU CENTER			MONETT CENTER		
	GRADES K-6	GRADES 7-12	UNGRADED	GRADES K-6	GRADES 7-12	UNGRADED
Basic Skills	523	30	28	140	88	2
Special Health Services	508	151		68	17	
Pre-School	20					
Summer	140	10	1	5		
Tutorial	523	30	28	140	88	2
Career Development	11	288	3			

TABLE II

STUDENTS PARTICIPATING IN PROJECT BY GRADE LEVELS

GRADE LEVEL	CAPE GIRARDEAU CENTER		MONETT CENTER		TOTAL	
	Regular Year	Summer	Regular Year	Summer	Reg. Year	Summer
Pre-Kindergarten		20				20
Kindergarten	8	5	18		26	5
Grade 1	56	27	25		81	27
Grade 2	75	20	15		90	20
Grade 3	102	32	16		118	32
Grade 4	107	24	27	3	134	27
Grade 5	91	21	18		109	21
Grade 6	95	11	21	2	116	13
Grade 7	110	9	12		122	9
Grade 8	104	1	13		117	1
Grade 9	41		23		64	
Grade 10	36		15		51	
Grade 11	18		10		28	
Grade 12	9		15		24	
Ungraded	31	1	2		33	1
TOTAL	883	171	230	5	1113	176

TABLE III

UNDUPLICATED PARTICIPATION OF STUDENTS FOR TOTAL PROJECT

GRADE LEVEL	CAPE GIRARDEAU CENTER ENROLLMENT	MONETT CENTER ENROLLMENT	TOTAL ENROLLMENT
Pre-Kindergarten	20		20
Kindergarten	13	18	31
Grade 1	66	25	91
Grade 2	90	15	105
Grade 3	120	16	136
Grade 4	120	28	148
Grade 5	101	18	119
Grade 6	103	22	125
Grade 7	116	12	128
Grade 8	105	13	118
Grade 9	41	23	64
Grade 10	36	15	51
Grade 11	18	10	28
Grade 12	9	15	24
Ungraded	32	2	34
TOTAL	990	232	1222

VI. IN-SERVICE TRAINING

Several workshops were conducted during the year. The major theme of the workshops were the general improvement of the migrant program. The planning and development of these workshops was the responsibility of the staffs of the Migrant Centers. Consultants were used as demanded by the thrust of a specific workshop.

Workshop participants completed an evaluation form and in all cases rated the workshops as being very helpful.

Table IV represents the workshops and conferences conducted under the auspices of the Cape Girardeau Center. The workshops and conferences conducted under the auspices of the Monett Center are shown in Table V.

While the Migrant Center staff members played a vital role in the in-service development of the migrant teachers and other school personnel, they also were concerned with their own professional development. All staff members were active members of the respective professional associations and attended the conferences and activities of these organizations with regularity.

TABLE IV

IN-SERVICE TRAINING WORKSHOPS
CONDUCTED UNDER THE AUSPICES
OF THE CAPE GIRARDEAU CENTER

WORKSHOP	LOCATION	DATE	NUMBER ATTENDING
Materials	Cape Girardeau	9/3/75	28 + 7 Staff
Records (Student Transmittal)	Kennett	9/6/75	14 + 4 Staff
Records (Student Transmittal)	Sikeston	9/7/75	16 + 4 Staff
Records (Student Transmittal)	Dexter	9/8/75	11 + 5 Staff
Records (Student Transmittal)	Poplar Bluff	9/9/75	10 + 3 Staff
Records (Overview)	Monett	1/29/76	37 + 3 Staff
Records (Medical)	Kennett	9/6/75	7
Records (Medical)	Sikeston	9/7/75	7
Records (Medical)	Dexter	9/8/75	10
Individualized Instruction	Cape Girardeau	11/18/75	131 + 6 Staff
General	Cape Girardeau	8/9-15/75	71
Career Development	Southwest Mo.	11/18-12/75	20 + 1 Staff
Career Development	Malden	2/26/76	13 + 5 Staff
Career Development	New Madrid	3/29/76	13 + 5 Staff

TABLE V

IN-SERVICE TRAINING WORKSHOPS
CONDUCTED UNDER THE AUSPICES
OF THE MONETT CENTER

WORKSHOP	LOCATION	DATE	NUMBER ATTENDING
Open House	Monett	9/21/75	65 + 3 Staff
Career Development	Monett	11/19/75	12 + 3 Staff
Career Development	Joplin	11/20/75	16 + 2 Staff
Career Development	Mt. Vernon	11/20/75	14 + 2 Staff
Career Development	McDonald Cy.	11/21/75	24 + 2 Staff
Migrant Education	Monett	1/29/76	55 + 4 Staff
Tutorial Workshop	Monett	3/12/76	9 + 4 Staff
Advisory Council	Monett	4/9/76	6 + 4 Staff
Tutorial Workshop	Monett	5/7/76	10 + 4 Staff

VII. SPECIAL AND SUPPORTIVE SERVICES

SPECIAL SERVICES - In addition to the services mentioned elsewhere the staffs of the Migrant Centers were involved in many and varied special services to aid migrant children in their educational programs.

All professional personnel were involved in the provision of services related to their areas of responsibility.

A representative listing of these services includes:

1. The planning and conducting of several workshops.
2. Numerous home visits to explain programs and/or provide services.
3. Referral to other agencies for needed service (i.e. health care, dental care, financial assistance, etc.).
4. Attending meetings of various professional organizations.
5. Making speeches to various groups to explain the migrant program.
6. Periodic meetings with regular school personnel to explain programs and/or coordinate services (i.e. school nurses, reading teachers, classroom teachers, librarians, and administrators).
7. Helping school districts develop new programs.
8. Preparing materials for display at Sikeston, Missouri (Missouri State Ed/Fair).

9. Serving as a point of contact between school districts and their personnel and the Migrant Centers.
10. Evaluating materials to determine their usefulness and desirability for inclusion in the Materials Center.

HEALTH SERVICES - In each of the Centers a registered nurse was employed. This position carried the responsibility for rendering health services.

Services were provided for 744 migrant children. Represented in this total were 576 elementary students and 168 secondary students. A further breakdown indicates that of this number 463 were one-year migrants and 281 were five-year migrants. A listing of services provided includes such things as the updating of medical records, dental examinations and repairs, visual examination and glasses, physical examinations, immunizations, medication for chronic and temporary conditions, hospitalization and surgery, x-ray and the setting of broken bones, audiometric screening, referral to other health agencies, ileostomy supplies, the purchase of adjustable crutches, and the screening of migrant students in schools where no nurses were employed.

In the school year 1975-76, personal hygiene classes were conducted in areas of migrant concentration. These classes were well received.

The number of children served increased over 1974-75 by 306. Factors responsible for this greater participation

TABLE VI

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH
THE CAPE GIRARDEAU CENTER FOR THE 1976 FISCAL YEAR

Grade Level Served		School District	Type of Service Rendered				Total Cost of Ser. Actually Rendered	Total No Served	Est. Cost Not Complete This Time**	Migrant Status	
Elem.	H.S.		Dental	Visual	Physical	Other				1 yr.	5 yr.
2	0	Bell City	0	1	1	0	$ 0	2	$ 75.00	0	2
11	11	Charleston	9	16	2	0	1,369.90	22	1,083.10	7	15
14	3	Clarkton	9	7	1	2	508.00	15	108.00	11	6
5	0	Cooter	4	4	1	1	318.00	5	0	4	1
2	0	Delta R-V	0	2	0	0	91.00	2	0	2	0
3	0	Deering	0	3	0	0	109.00	3	36.00	2	1
37	7	East Prairie	15	8	0	23	1,910.67	44	847.33	33	11
0	1	Fremont	0	1	0	0	53.50	1	6.50	0	1
74	21	Gideon	18	43	9	59	4,218.47	95	9.03	45	50
15	2	Holcomb	6	7	5	2	427.80	17	307.20	10	7
14	0	Kennett	4	2	1	15	302.50	14	233.50	12	2
18	8	Jackson	21	9	6	10	1,288.35	26	254.65	17	9
11	1	Kelly	1	11	0	0	782.00	12	0	4	8
5	0	Lexington	1	3	0	1	172.00	5	177.00	5	0
4	0	McCarty	2	2	0	0	54.00	4	21.00	1	3
14	5	Malden	9	9	2	4	426.50	19	143.50	12	7
1	0	Mt. Vernon	0	1	0	0	49.00	1	50.00	1	0
9	0	Neelyville	5	1	2	4	187.40	9	195.00	8	1
22	9	N. Pemiscot	9	16	0	10	1,028.67	31	899.85	19	12
80	5	N. Madrid	31	24	6	27	1,923.39	85	621.60	55	30
28	1	Richland	26	5	0	3	941.50	29	563.50	29	0
28	29	Risco	24	29	2	9	1,520.19	57	413.81	27	30
29	2	Senath	4	20	2	4	742.26	31	224.64	19	12
3	0	Sikeston	2	1	0	0	92.00	3	118.00	3	0
19	5	Southland	17	9	0	1	1,621.00	24	1,664.00	5	19
2	0	Tarkio	2	1	2	0	33.00	2	54.00	2	0
58	38	Twin Rivers	70	35	16	11	2,472.48	83	1,772.52	59	37
0	3	Zalma	2	1	0	0	0	3	45.00	0	3
508	151									392	267

**Reasons for estimated services not completed:

1. Child moved from school district
2. Service still in process, but not completed
3. Family cooperationppoor (in very few cases)

TABLE VII

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH
THE MONETT CENTER FOR THE 1976 FISCAL YEAR

Grade Level Served Elem.	Grade Level Served H.S.	School District	Type of Service Rendered Dental	Visual	Physical	Other	Total Cost of Serv. Actually Rendered	Total No Served	Est. Cost Not Complete This Time	Migrant Status 1 yr.	Migrant Status 5 yr.
3	0	Aurora	3	0	0	0	$ 216.00	3	$140.00	3	0
0	0	Cassville	0	0	0	0	0	0	0	0	0
6	1	Diamond	7	4	0	0	0	7	220.00	7	0
34	2	Exeter	0	0	0	36	0	36	0	34	2
0	0	Galena	0	0	0	0	0	0	0	0	0
3	0	Golden City	0	0	0	3	34.98	3	0	3	0
0	0	Greenfield	0	0	0	0	0	0	0	0	0
0	0	Lockwood	0	0	0	0	0	0	0	0	0
0	0	Marionville	0	0	0	0	0	0	0	0	0
2	4	McDonald Co.	2	1	3	1	352.00	6	141.00	3	3
1	4	Monett	2	4	0	0	378.30	6	11.00	0	6
9	5	Mt. Vernon	4	9	4	2	778.00	14	142.00	11	3
0	0	Neosho (Goodman)	0	0	0	0	0	0	0	0	0
0	0	Nixa	0	0	0	0	0	0	0	0	0
2	0	Pierce City	0	2	2	0	60.00	2	0	2	0
0	0	Purdy	0	0	0	0	0	0	0	0	0
5	0	Sarcoxie	5	3	0	0	141.00	5	328.00	5	0
3	0	Southwest	3	1	0	0	0	3	0	3	0
0	0	Verona	0	0	0	0	0	0	0	0	0
0	0	Wheaton	0	0	0	0	0	0	0	0	0
68	17	20 Schools	26	24	9	42	$1,990.28	85	$982.00	71	14
							$2,972.28 - Total Encumbered FY-76				

include an increased dissemination of information to schools previously not aware of the services, and an increased effort on the part of the staff in schools who were aware of migrant health services. Another factor contributing to increased service was the addition of the Monett Center.

Table VI and Table VII reflect the various health services rendered to migrant children by the Cape Girardeau and Monett Migrant Centers for fiscal 1976.

A copy of the Health Service Policy Statement describing the services can be found in Appendix B. Appendix C contains examples of the Health Referral Form and Instructions.

VIII. RESOURCE CENTER LIBRARY

All books, filmstrips, cassettes and most of the equipment used in the migrant program is housed in the Resouce Center located in the Kent Library on the campus of Southeast Missouri State University. These materials are available to the schools with migrant programs. The schools of the Southeast Missouri area received delivery on a monthly basis. Delivery to programs in other parts of the state was on a "as needed" basis. The respective staffs, Cape Girardeau and Monett Centers, met needs on a day-by-day basis when necessary.

The library staff spends much time in the evaluation of materials to be acquired and has made a very conscious effort to provide materials that are useful. They seem to do a good job of involving the migrant teachers in the materials selection process.

The Resource Center also played a significant role in the selection and ordering of books, posters, mobiles, bookmarks, and reading and mathematics games which were needed for the 13 schools that utilized the migrant summer paperback book give-away program in the summer of 1976.

Figures reflect an increase in the circulation of library materials and equipment for 1976. Specific items that increased in usage were - filmstrips, cassettes with matching books, readalong kits and educational games.

Table VIII indicates the materials and equipment which were circulated from the library to the schools served by the Cape Girardeau Center during the year 1975-76.

TABLE VIII

EQUIPMENT & MATERIALS CIRCULATED FROM THE CAPE GIRARDEAU CENTER LIBRARY FOR 1975-76 SCHOOL YEAR AND 1976 SUMMER PROGRAM

BOOKS	14,851
Paperback books (for summer give-away programs)	3,158

EQUIPMENT

Audiometer	1
Cassette Tape Recorders	84
Card Readers	2
Carousel Projector	3
Controlled Readers	9
Ear Phones	64
Easels	9
Extension Cords	6
Fact Pacers	13
Filmstrip Previewers	37
Filmstrip Projector	46
Flannel Boards	6
Flash-X	3
Language Masters	12
Listening Stations	22
Multiputer	2
Overhead Projector	0
Pacers	20
Portable Study Carrels	4
Record Players	25
Reel-to-reel Tape Players	4
Screen	2
Super 8mm Film Loop Projector	6
Tach-X	10
Telebinocular	1

MATERIALS

Chart Sets	8
Controlled Reader Filmstrip Sets	103
Controlled Reader Manuals	85
Filmloops 8mm	240
Films 16mm	230
Filmstrips	207
Flash-X Card Sets	12
Games, boxed	2,195
Kits, Career Development	267
Kits, L.A.	108
Kits, Math	177
Kits, etc.	234

TABLE VIII (cont'd)

EQUIPMENT & MATERIALS CIRCULATED FROM THE CAPE GIRARDEAU CENTER LIBRARY FOR 1975-76 SCHOOL YEAR AND 1976 SUMMER PROGRAM

Language Master Card Set	37
Posters	107
Puppets	13
Puzzles	42
Readalongs, Checkered Flag Series	80
Readalongs, W. D.	232
Readalongs, Other	1,059
Records	728
See-quees	139
Study Prints	75
Tach-X Filmstrip Sets	15
Tach-X Manuals	13
Tapes, Cassette	1,891
Tapes, Reel-to-reel	289
Workbooks, students (Reading)	1,398
Workbooks, T. E.	259
Workbooks, Career Development, Students	3,176
Workbooks, Career Development, TE	67
WRAT Manuals	65

The library at the Cape Girardeau Center supplied the majority of materials circulated from the library of the Monett Center. This allowed the Monett Center time to evaluate the usability of materials for this area before entering a program of acquisition.

Table IX indicated the materials and equipment which was assigned to the Monett Center for 1975-76.

TABLE IX

EQUIPMENT & MATERIALS ASSIGNED THE MONETT CENTER FOR THE 1975-76 SCHOOL YEAR

BOOKS	2,864
EQUIPMENT	
Cassette Tape Recorders	8
Card Readers	2
Controlled Readers	1
Ear Phones	2
Fact Pacer	5
Filmstrip Previewers	3
Filmstrip Projectors	1
Flannel Board	1
Flash-X	1
Language Master	1
Listening Station	2
Record Player	2
Reel-to-reel Tape Player	2
Tach-X	1
MATERIALS	
Controlled Reader Filmstrip Sets	23
Controlled Reader Manuals	18
Flash-X Card Sets	7
Games, boxed	259
Kits, L. A.	7
Kits, Math	20
Kits, etc.	12
Language Master Card Sets	4
Readalongs, Checkered Flag Series	20
Readalongs, W. D.	16
Readalongs, Others	28
Records	19
See-quees	13
Study Prints	12
Tapes, Cassette	46
Workbooks, T. E.	12

Table X reflects the materials and equipment circulated from the Monett Center in the year 1975-76.

TABLE X

EQUIPMENT & MATERIALS CIRCULATED FROM THE MONETT LIBRARY CENTER FOR THE 1975-76 SCHOOL YEAR

BOOKS	3,593
EQUIPMENT	
Cassette Tape Recorders	43
Ear Phones	106
Fact pacers	3
Filmstrip Previewers	35
Language Masters	3
Listening Stations	32
Record Players	14
MATERIALS	
Controlled Reader Filmstrip Sets	134
Controlled Reader Manuals	3
Films 16mm	96
Games and Puzzles	474
Filmstrips	800
Flash-X Card Sets	5
Kits, L.A.	72
Kets, Math	68
Kits, etc.	13
Language Master Card Sets	7
Records.	52
Readalongs, W. D..	98
Readalongs, Checkered Flag Series	49
Readalongs, Other	411
Study Prints	42
Tapes--Cassettes	765
Workbooks, students (Reading)	94
Workbooks, T. E.	134

IX. PROGRAM INTEGRATION

Once a student was identified as a migrant, a team effort was launched to assess the educational needs of that student. The central members of the team included the regular classroom teacher, the migrant tutor, and the counselor. If this assessment indicated educational deficiencies the specialized services of the migrant program became available to him.

If migrant instructional services were used, the migrant student was assigned to a migrant teacher for a portion of the school day. The migrant teacher had access to all available information concerning the student. There was constant communication between the migrant teacher and the regular classroom teacher. In several instances students were able to leave the migrant teacher and return to their regular classroom on a permanent basis.

The migrant instructional program performed as a supplement and complement to the regular program.

In all cases, where the school district could not furnish services that were needed by the migrant student, these services were made available by the Migrant Center.

The evaluation team found that migrant teachers, regular teachers and other school personnel including administrators were cooperating fully in order to help migrant children overcome their educational and related problems.

RELATIONSHIP WITH REGULAR TITLE I PROGRAM

The relationship between the Migrant Program and the regular Title I program was such that any students who were

eligible for regular Title I services, and they were available, were not eligible for those same services under the program. When planning programs for the schools, great care was taken to avoid the duplication of services.

COORDINATION WITH NON-TITLE I PROGRAMS

All migrant children were provided the same school services from local school district funds as those provided to all school children within the district.

FACILITIES AND EQUIPMENT

The necessary facilities and utilities were furnished by the local school district. In most cases the classroom facilities were good. There were a few instances where, because of space limitations, it was necessary for the migrant teacher to travel to different rooms rather than having a permanent location.

Instructional equipment owned by or available to the district was available to the migrant teachers. In addition, the equipment housed at the Migrant Center was available to the migrant teacher whenever needed.

NON-PUBLIC SCHOOL PARTICIPATION

There was no non-public school participation in the Missouri Migrant Program for 1975-76. The primary reason being that the non-public schools of Missouri do not enroll a significant number of migrant children. All non-public schools were made aware of the availability of the services.

COMMUNITY INVOLVEMENT

All segments of the communities were invited to participate in the Migrant Program. In several communities businesses and service clubs provided aid in various ways, such as purchasing glasses and clothing for children. In many communities parents or other interested parties provided transportation for migrant children in need of special services.

X. DISSEMINATION

Information regarding the migrant program was disseminated in several ways.

A prime means of information dissemination were the various workshops conducted by the Migrant Center staff.

Newspapers were extensively used. The list of newspapers that participated in dissemination were:

The Commercial Appeal, Memphis, Tennessee; The Ozark Beacon, Poplar Bluff, Missouri; The SEMO Guide, Malden, Missouri; The Malden Press-Merit, Malden, Missouri; The Joplin Globe, Joplin, Missouri; The Teacher Press, Springfield, Missouri; The Courier News, Blytheville, Arkansas; The Bluffer (Senior High School Newspaper), Poplar Bluff, Missouri; The Southeast Missourian, Cape Girardeau, Missouri; and the Cape Girardeau Bulletin, Cape Girardeau, Missouri.

Other means of dissemination information regarding the migrant program that were employed involved:

1. Radio programs
2. Meetings
3. Visits to schools, service clubs, etc., by Migrant Center staff members
4. Publications distributed by the Migrant Center
5. Visits and speeches by Migrant Center staff members to business organizations, service clubs, schools, colleges, etc.

XI. EXEMPLARY PROGRAMS

The Career Development programs began in 1973. The first year they were initiated in three schools, were expanded to seven schools in 1974, to nine schools in 1975, and to thirteen schools in 1976. Three Career Development Guides were used: "Career Development-A Basic Skills Approach", "Occupational Information Resource Guide", and "MELD -for Career Development." Student gain or loss was evaluated by means of the screening and unit tests correlated with each of the guides.

The focus of the program differed in 1976 in that there was an increase from one to six high school programs from the thirteen schools. A new program was added in the Vocational Skills Trade School for junior high students in the New Madrid School District. This was a vocational exploration-basic skills program. This exemplary program was presented at Ed/Fair '76 sponsored by the State Department of Education.

Essentially, the Career Education Program was based on the same format as the previous years. However, the vocational exploration program made possible a new dimension in the Career Development program for migrant students.

The emphasis, again, was on a pre-vocational curriculum built upon the basic skills approach.

The major objectives of the program were:

1. Develop an awareness of self and others
2. Develop social living skills
3. Become acquainted with job opportunities

4. Understand the concept and function of leisure time
5. Become aware of skills involved in successful career planning
6. Stress the importance of basic communicative and computational skills used in preparing for an occupational choice.

The units emphasized in the Career Development programs were:

1. What Kinds of Jobs Can You Choose
2. What Can You Offer the World of Work
3. What Does the World of Work Offer You
4. Moving To a New Place
5. Looking For a Job
6. Using the Want Ads
7. Answering the Want Ads
8. Filling out Forms - Application and Medical
9. The Interview
10. Selecting a Job

Unit tests were given on each unit for each of the three Career Development Guides. The results of each test taken by all students from all schools can be found in Table XI.

The Career Development class which met at the New Madrid Vocational School enjoyed some additional benefits that are worthy of note. Because of time and facilities the youngsters enrolled in the program ate lunch with the teachers in the

teachers dining room. The students appeared to benefit greatly from this opportunity and the teachers in turn became much more involved with and concerned about the students and their needs.

TABLE XI

CAREER DEVELOPMENT TEST RESULTS

BASIC SKILLS APPROACH

TEST	STUDENTS TAKING TEST	PERCENTAGE PRE-TEST MEDIAN	PERCENTAGE POST-TEST MEDIAN	PERCENT OF INCREASE
I. WHAT KIND OF JOB CAN YOU CHOOSE	123	45.54	63.20	17.66
II. WHAT CAN YOU OFFER THE WORLD OF WORK	121	55.29	72.07	16.78
III. WHAT DOES THE WORLD OF WORK OFFER YOU	119	60.63	76.55	15.92
IV. MOVING TO A NEW PLACE	112	71.43	87.19	15.76
V. LOOKING FOR A JOB	107	62.81	79.79	16.97
VI. USING THE WANT ADS	73	57.19	75.70	18.51
VII. ANSWERING THE WANT ADS	76	63.39	82.86	19.46
VIII. FILLING OUT FORMS APPLICATION & MEDICAL	75	60.35	76.42	16.06
IX. THE INTERVIEW	73	69.99	80.55	10.56
X. SELECTING A JOB	61	48.08	66.15	18.07
XI. THE FIRST DAY ON THE JOB	5	64.00	80.20	16.20
XII. BANKING	-	-	-	-

TABLE XI (cont'd)

CAREER DEVELOPMENT TEST RESULTS

OCCUPATIONAL INFORMATION

TEST	STUDENTS TAKING TEST	PERCENTAGE		
		PRE-TEST MEDIAN	POST-TEST MEDIAN	PERCENTAGE INCREASE
SCREENING	51	75.55	85.61	10.06
UNIT 1 YOU AND YOUR WORK	44	70.34	87.95	17.61
UNIT 2 SELF APPRAISAL	46	79.67	90.00	10.33
UNIT 3 EMPLOYER, EMPLOYEE, CO-WORKER RELATIONS	46	65.33	84.57	19.24
UNIT 4 JOB CHOICES	45	60.44	85.78	25.33
UNIT 5 BUDGETING	42	65.24	90.60	25.36
UNIT 6 BUYING GOODS AND SERVICES	38	36.32	78.68	42.36
UNIT 7 BUYING ON CREDIT	23	53.48	72.39	18.91
UNIT 8 BANKING SERVICES	22	75.23	91.36	16.14
UNIT 9 INSURANCE	21	73.57	89.29	15.71
UNIT 10 SAFETY AT WORK	23	76.96	92.39	15.43

TABLE XI (cont'd)

CAREER DEVELOPMENT TEST RESULTS

MELD GUIDE

TEST	STUDENTS TAKING TEST	PERCENTAGE		
		PRE-TEST MEDIAN	POST-TEST MEDIAN	PERCENTAGE INCREASE
SCREENING	74	66.32	84.59	18.27
TEST I SELF-APPRAISAL	58	78.02	85.86	7.84
TEST II SOCIAL LIVING SKILLS	70	72.21	85.58	13.37
TEST III KNOWLEDGE OF THE WORK WORLD	69	74.64	87.46	12.83
TEST IV KNOWLEDGE OF THE LEISURE WORLD	33	67.88	86.97	19.09
TEST V CAREER PLANNING	30	71.17	90.00	19.83
TEST VI OCCUPATIONAL PREPARATION	17	71.53	91.53	20.00

XII. PROGRAM EFFECTIVENESS

The effectiveness of the program was evaluated by using test results and through visits of the evaluation team to the various school districts. The tests used were The Wide Range Achievement Test and The Scale of Student Attitudes. They will be discussed in this chapter. The observations of the evaluation team are discussed in the following chapter.

The Wide Range Achievement Test was used to determine gains in the skill areas of reading, spelling and math. It was administered to small groups in pre and post test fashion. In several cases the mobility of the migrant student prevented the administration of both a pre and post test. This accounts for the discrepancy between the total number of enrolled students and the numbers used for an evaluation of the test results.

Table XII indicates the number of students from each school district who were given both a pre and post test.

The results of the Wide Range Achievement Test are presented in terms of mean gain or mean loss for each area and grade level.

The results would seem to indicate that the tutorial program was successful as all grade levels showed gains. The gains appear to be distributed consistently over the three areas of reading, spelling and math. Tables XIII, XIV and XV present the results for the various programs which are located within the jurisdiction of the Cape Girardeau Center. Table XVI

represents the results for the districts in the Monett Center. Table XVII is a summary of the results for the state of Missouri.

The Scale of Student Attitudes, a copy of which is located in the Appendix, was used to ascertain the difference in student attitudes toward school at the beginning of school and at the end of school. The students were rated by the tutors within the first week of attendance in a program and also at their termination of the program. The scores represent a percentage gain over the mean score obtained at each grade level. Tables XVIII, XIX and XX represent the attitude scores from the Cape Girardeau Center. The Monett Center is depicted in Table XXI. The picture for the total state is presented in Table XXII.

Since the migrant family is highly mobile, the reader must remember that a migrant student seldom remains in one school for any great length of time during their formal education. In most instances their total days of attendance during the academic year falls below those students not identified as migrants. The migrant student seemed to attend quite regularly while enrolled and this is perhaps reflected in general program improvement. Tables XXIII and XXIV reflect the attendance for the Cape Girardeau Center and Table XXV represents the attendance figures for the Monett Center. The attendance for the total state is pictured in Table XXVI.

TABLE XII

THE NUMBER OF STUDENTS FROM EACH SCHOOL DISTRICT ON WHOM PRE AND POST TESTS WERE OBTAINED

DISTRICT	CENTER	TOTAL	NUMBER OF PRE AND POST TEST
AURORA	Monett	17	0
CASSVILLE	Monett	15	5
CLARKTON	Cape Girardeau	32	25
COOTER	Cape Girardeau	22	18
DELTA C-7	Cape Girardeau	32	26
EAST PRAIRIE	Cape Girardeau	134	110
GIDEON	Cape Girardeau	74	66
GREENFIELD	Monett	13	12
HOLCOMB	Cape Girardeau	21	18
KENNETT	Cape Girardeau	48	34
LEXINGTON R-V	Cape Girardeau	13	9
MALDEN	Cape Girardeau	58	50
MC DONALD CO.	Monett	69	47
MONETT	Monett	40	26
MT. VERNON	Monett	61	46
NEOSHO	Monett	9	5
NEW MADRID	Cape Girardeau	175	144
NORTH PEMISCOT	Cape Girardeau	30	28
PIXICO	Cape Girardeau	40	34
BISCO	Cape Girardeau	48	35
SCOTT CO. R-III	Cape Girardeau	23	16
SCOTT CO. R-IV	Cape Girardeau	11	7
SENATH	Cape Girardeau	110	92
SOUTHLAND	Cape Girardeau	82	63
TWIN RIVERS	Cape Girardeau	46	38
WELLINGTON-NAPOLEON	Cape Girardeau	14	11

TABLE XIII

WRAT TEST RESULTS FOR EACH GRADE LEVEL
REGULAR PROGRAM - CAPE GIRARDEAU CENTER

GRADE	NUMBER OF STUDENTS	MEAN RESULTS								
		READING			SPELLING			MATH		
		PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN
K	3	.333	.833	.500	.267	1.000	.733	.433	.900	.467
1	49	1.012	1.892	.880	.976	1.871	.896	1.229	2.053	.824
2	62	2.102	2.900	.798	1.900	2.571	.671	2.185	2.782	.597
3	87	3.237	3.979	.743	2.855	3.521	.666	2.840	3.578	.738
4	93	4.014	4.752	.738	3.570	4.354	.784	3.546	4.245	.699
5	70	4.789	5.429	.640	4.251	4.959	.707	4.070	4.936	.866
6	68	5.307	6.037	.729	4.643	5.303	.606	4.807	5.581	.774
7	13	6.638	6.954	.315	6.208	6.954	.746	5.715	6.785	1.069
8	7	5.929	6.729	.800	5.400	6.086	.686	5.200	6.686	1.486
UNGRADED	19	2.495	3.174	.679	2.289	2.995	.705	2.432	3.174	.742

TABLE XIV

WRAT TEST RESULTS FOR EACH GRADE LEVEL
CAREER DEVELOPMENT PROGRAM - CAPE GIRARDEAU CENTER

GRADE	NUMBER OF STUDENTS	MEAN RESULTS								
		READING			SPELLING			MATH		
		PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN
6	6	5.283	8.183	2.900	4.767	4.200	-.567	4.817	5.633	.817
7	69	5.800	6.903	1.103	5.313	5.910	.597	5.282	5.941	.659
8	71	7.399	8.703	1.304	6.342	7.176	.834	6.230	7.213	.983
9	32	8.588	9.397	.809	6.959	7.509	.550	6.441	7.284	.844
10	31	8.290	8.942	.652	7.103	7.803	.700	7.016	7.194	.177
11	15	7.740	9.073	1.333	7.640	7.887	.247	6.900	7.453	.553
12	9	10.189	10.644	.456	9.122	10.011	.889	7.567	8.711	1.144
UNGRADED	2	1.550	2.300	.750	2.150	2.800	.650	1.450	3.900	2.450

TABLE XV

WRAT TEST RESULTS FOR EACH GRADE LEVEL
ALL STUDENTS - CAPE GIRARDEAU CENTER

GRADE	NUMBER OF STUDENTS	MEAN RESULTS								
		READING			SPELLING			MATH		
		PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN
K	3	.333	.833	.500	.267	1.000	.733	.433	.900	.467
1	49	1.012	1.892	.880	.976	1.871	.896	1.229	2.053	.824
2	62	2.102	2.900	.798	1.900	2.571	.671	2.185	2.782	.597
3	87	3.237	3.979	.743	2.855	3.521	.666	2.840	3.578	.738
4	93	4.014	4.752	.738	3.570	4.354	.784	3.546	4.245	.699
5	70	4.789	5.429	.640	4.251	4.959	.707	4.070	4.936	.866
6	74	5.305	6.211	.905	4.653	5.214	.561	4.808	5.585	.777
7	82	5.933	6.911	.978	5.455	6.076	.621	5.350	6.074	.724
8	78	7.267	8.526	1.259	6.258	7.078	.821	6.137	7.165	1.028
9	32	8.588	9.397	.809	6.959	7.509	.550	6.441	7.284	.844
10	31	8.290	8.942	.652	7.103	7.803	.700	7.016	7.194	.177
11	15	7.740	9.073	1.333	7.640	7.887	.247	6.900	7.453	.553
12	9	10.189	10.644	.456	9.122	10.011	.889	7.567	8.711	1.144
UNGRADED	21	2.405	3.090	.685	2.276	2.976	.700	2.338	3.243	.905

TABLE XVI

WRAT TEST RESULTS FOR EACH GRADE LEVEL
REGULAR PROGRAM - MONETT CENTER

GRADE	NUMBER OF STUDENTS	MEAN RESULTS								
		READING			SPELLING			MATH		
		PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN
K	1	1.200	1.300	.100	1.200	.300	-.900	1.400	1.600	.200
1	13	1.431	2.515	1.085	1.485	2.392	.908	1.577	2.292	.715
2	11	3.055	3.473	.418	2.427	3.082	.655	2.691	3.173	.482
3	10	3.920	4.210	.290	3.170	3.780	.610	3.320	4.260	.940
4	15	4.253	5.100	.847	3.907	4.780	.873	3.647	4.380	.733
5	10	3.840	4.410	.560	3.040	3.800	.760	4.190	4.700	.510
6	15	4.920	5.940	1.020	4.520	5.167	.647	4.580	5.447	.867
7	10	6.470	7.100	.630	5.560	6.010	.450	5.170	6.330	1.160
8	9	5.878	6.322	.444	5.133	5.578	.444	6.289	7.022	.733
9	5	8.100	8.880	.780	7.080	7.520	.440	6.440	9.480	3.040
10	3	7.200	8.400	1.200	7.200	7.800	.600	6.767	9.600	2.833
11	1	6.900	6.600	-.300	6.100	6.700	.600	5.700	10.800	5.100
12	3	7.733	8.367	.633	6.500	7.200	.700	7.433	9.633	2.200

TABLE XVII

WRAT TEST RESULTS FOR TOTAL STATE OF MISSOURI

GRADE	NUMBER OF STUDENTS	MEAN VALUES								
		READING			SPELLING			MATH		
		PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN
K	4	.550	.950	.400	.500	.825	.325	.675	1.075	.400
1	62	1.100	2.023	.923	1.082	1.981	.899	1.302	2.103	.801
2	73	2.245	2.986	.741	1.979	2.648	.669	2.262	2.841	.579
3	97	3.307	4.003	.696	2.888	3.547	.659	2.890	3.648	.758
4	108	4.047	4.800	.753	3.617	4.413	.796	3.560	4.264	.704
5	80	4.671	5.301	.630	4.100	4.814	.714	4.085	5.031	.973
6	89	5.240	6.165	.925	4.630	5.206	.576	4.770	5.562	.792
7	92	5.991	6.932	.941	5.466	6.068	.602	5.330	6.102	.772
8	87	7.123	8.298	1.175	6.141	6.923	.782	6.153	7.151	.998
9	37	8.522	9.327	.805	6.976	7.511	.535	6.441	7.581	1.170
10	34	8.194	8.894	.700	7.112	7.803	.691	6.994	7.406	.412
11	16	7.688	8.919	1.231	7.544	7.813	.269	6.825	7.663	.838
12	12	9.575	10.075	.500	8.467	9.308	.841	7.533	10.608	3.075
UNGRADED	21	2.405	3.090	.685	2.276	2.976	.700	2.338	3.243	.905

TABLE XVIII

SCALE OF STUDENT ATTITUDES BY GRADE LEVEL

CAPE GIRARDEAU CENTER

GRADE	NUMBER OF STUDENTS	PRE-SCORE	POST-SCORE	PERCENT OF GAIN
K	6	19.500	21.167	8.55
1	56	19.679	22.196	12.79
2	74	19.865	23.041	15.99
3	101	19.851	23.020	15.96
4	106	20.660	22.387	8.36
5	88	19.330	21.693	12.23
6	83	18.880	21.229	12.44
7	18	19.611	22.222	13.31
8	12	22.250	23.583	5.99
UNGRADED	27	19.704	23.222	17.88

TABLE XIX

SCALE OF ATTITUDES BY GRADE LEVEL
CAREER DEVELOPMENT - CAPE GIRARDEAU CENTER

GRADE	NUMBER OF STUDENTS	PRE-SCORE	POST-SCORE	PERCENT OF GAIN
6	11	15.909	16.727	5.14
7	87	19.586	22.023	12.44
8	92	18.554	21.152	14.00
9	40	18.725	23.750	26.84
10	35	19.457	22.657	16.45
11	18	20.222	26.944	33.24
12	9	23.333	27.778	19.05
UNGRADED	2	15.500	20.500	32.26

TABLE XX

SCALE OF STUDENT ATTITUDES BY GRADE LEVEL
ALL STUDENTS - CAPE GIRARDEAU CENTER

GRADE	NUMBER OF STUDENTS	PRE-SCORE	POST-SCORE	PERCENT OF GAIN
K	6	19.500	21.167	8.55
1	56	19.679	22.196	12.79
2	74	19.865	23.041	15.99
3	101	19.851	23.020	15.96
4	106	20.660	22.387	8.36
5	88	19.330	21.693	12.23
6	94	18.532	20.702	11.71
7	105	19.590	22.057	12.59
8	105	18.981	21.229	11.84
9	40	18.725	23.750	26.84
10	35	19.457	22.657	16.45
11	18	20.222	26.944	33.24
12	9	23.333	27.778	19.05
UNGRADED	29	19.414	23.034	18.65

TABLE XXI

SCALE OF STUDENT ATTITUDES BY GRADE LEVEL
REGULAR PROGRAM - MONETT CENTER

GRADE	NUMBER OF STUDENTS	PRE-SCORE	POST-SCORE	PERCENT OF GAIN
K	13	16.308	19.692	20.75
1	21	20.571	22.048	7.18
2	14	17.500	21.143	20.82
3	12	21.417	23.833	11.28
4	24	17.750	21.167	19.25
5	14	17.857	21.143	18.40
6	18	17.667	18.444	4.40
7	9	20.000	22.333	11.67
8	10	17.500	19.200	9.71
9	10	18.500	20.300	9.73
10	5	19.400	21.200	9.28
11	1	22.000	24.000	9.09
12	3	20.333	22.000	8.20

TABLE XXII

SCALE OF STUDENT ATTITUDES BY GRADE LEVEL
STATE OF MISSOURI

GRADE	NUMBER OB STUDENTS	PRE-SCORE	POST-SCORE	PERCENT
K	19	17.316	20.158	16.41
1	77	19.922	22.156	11.21
2	88	19.489	22.739	16.68
3	113	20.018	23.106	15.43
4	130	20.123	22.162	10.13
5	102	19.127	21.618	13.02
6	112	18.393	20.339	10.58
7	114	19.623	22.079	12.52
8	115	18.852	21.052	11.67
9	50	18.680	23.060	23.45
10	40	19.450	22.475	15.55
11	19	20.316	26.789	31.86
12	12	22.583	26.333	16.61
UNGRADED	29	19.414	23.034	18.65

TABLE XXIII

ATTENDANCE BY GRADE LEVEL
REGULAR PROGRAM - CAPE GIRARDEAU CENTER

GRADE	NUMBER OF STUDENTS	AVERAGE NUMBER OF DAYS TUTORED	AVERAGE MINUTES TUTORED PER YEAR	AVERAGE NUMBER OF MINUTES PER DAY
K	6	32.33	970	30.00
1	56	77.73	2672	34.38
2	74	68.73	2304	33.52
3	101	96.84	4846	50.04
4	106	99.82	3997	40.04
5	88	84.13	3708	44.07
6	88	87.70	3955	45.10
7	36	113.11	5036	44.52
8	34	71.67	3073	42.88
UNGRADED	27	51.96	1746	33.60

TABLE XXIV

ATTENDANCE BY GRADE LEVEL
CAREER DEVELOPMENT PROGRAM - CAPE GIRARDEAU CENTER

GRADE	NUMBER OF STUDENTS	AVERAGE NUMBER OF DAYS TUTORED	AVERAGE MINUTES TUTORED PER YEAR	AVERAGE NUMBER OF MINUTES PER DAY
6	6	50.91	2545	49.99
7	69	86.22	4745	55.03
8	71	84.53	5770	68.26
9	32	106.65	5799	54.37
10	31	128.91	7005	54.34
11	15	107.28	5577	51.99
12	9	130.44	68.11	52.22
UNGRADED	2	95.50	51.25	53.66

TABLE XXV

ATTENDANCE BY GRADE LEVEL
REGULAR PROGRAM - MONETT CENTER

GRADE	NUMBER OF STUDENTS	AVERAGE NUMBER OF DAYS TUTORED	AVERAGE MINUTES TUTORED PER YEAR	AVERAGE NUMBER OF MINUTES PER DAY
K	13	41.00	1211	29.54
1	21	83.86	3191	38.05
2	14	61.79	2493	40.35
3	12	51.67	16.50	31.93
4	24	83.21	41.59	49.99
5	14	96.79	3760	38.85
6	18	86.56	5579	72.56
7	9	76.89	44.30	57.61
8	10	99.30	6768	68.16
9	10	34.90	2293	65.70
10	5	29.40	1618	55.03
11	1	2.00	120	60.00
12	3	7.67	410	53.46

TABLE XXVI

ATTENDANCE BY GRADE LEVEL
STATE OF MISSOURI

GRADE	NUMBER OF STUDENTS	AVERAGE NUMBER OF DAYS TUTORED	AVERACE MINUTES TUTORED PER YEAR	AVERAGE NUMBER OF MINUTES PER DAY
K	19	38.26	1135	29.66
1	77	79.40	2813	35.43
2	88	67.63	2234	34.51
3	113	92.04	4506	48.96
4	130	96.75	4027	41.62
5	102	85.86	3715	43.27
6	112	83.90	4078	48.60
7	114	92.23	4766	51.68
8	115	83.74	5525	65.98
9	50	92.30	5097	55.23
10	40	116.48	8131	69.81
11	19	101.74	5289	51.99
12	12	99.75	5210	52.24
UNGRADED	29	54.97	1979	35.99

XIII. PROGRAM CRITIQUE

There were 3702 students designated as migrant children in the State of Missouri for Fiscal 1976. This represents an increase of 797 over the 2915 students who were identified in 1975. There were 1113 of the children enrolled in tutorial programs and 176 enrolled in the summer program. No migrant children were enrolled in a non-public school.

Twenty eight (28) teachers were employed for the program operated during regular term (fall, winter, spring) for the 1976 fiscal year. Twenty (20) teachers were employed for the program during the summer of 1976. These teachers were assisted by the employment of 13 teacher aides.

Migrant programs in Missouri were well positioned geographically. Migrant children were well served regardless of their location. Furthermore, money was distributed among school districts in an equitable manner. The word "equitable" is defined as delivering the most service to the greatest number of children and not the allocation of funds on a per student-basis.

Table XXVII shows the location of all migrant programs for FY-1976 and the amount each received.

The evaluation team visited the various schools and observed programs in operation. As a result of these visits the committee enumerated certain strengths and weaknesses.

TABLE XXVII

MIGRANT PROGRAMS - FY 1976

COUNTY	CODE NO.	SCHOOL DISTRICT	1975 FUNDS	1976 FUNDS	TOTAL
		Monett Center	$ 5,841.00	$ 83,036.31	$ 88,877.31
		Cape Girardeau Ctr.	-0-	252,086.36	252,086.36
Barry	5-123	Cassville R-IV	-0-	2,666.97	2,666.97
	5-128	Monett R-I	14,387.05	-0-	14,387.05
Butler	12-110	Twin Rivers R-X	7,461.07	-0-	7,461.07
Dade	29-4	Greenfield R-IV	-0-	1,596.00	1,596.00
Dunklin	35-92	Malden R-I	18,491.00	940.95	19,431.95
	35-94	Holcomb R-III	2,458.00	-0-	2,458.00
	35-97	Clarkton C-4	8,708.00	-0-	8,708.00
	35-98	Senath-Hornersville C-8	19,267.76	1,217.00	20,484.76
	35-99	Southland C-9	-0-	16,760.00	16,760.00
	35-102	Kennett #39	11,716.82	1,410.00	13,126.82
Lafayette	54-43	Wellington-Napoleon R-IX	1,118.50	-0-	1,118.50
	54-45	Lexington R-V	1,012.87	-0-	1,012.87
Lawrence	55-108	Mt. Vernon R-V	5,397.40	8,750.45	14,147.85
	55-110	Aurora R-VIII	-0-	2,184.23	2,184.23
McDonald	60-77	McDonald Co. R-I (Anderson)	-0-	12,955.22	12,955.22
Mississippi	67-55	East Prairie R-II	-0-	29,680.00	29,680.00
New Madrid	72-66	Risco R-II	18,133.96	-0-	18,133.96
	72-73	Gideon #37	18,406.23	1,622.16	20,028.39
	72-74	New Madrid R-I	4,269.00	47,765.58	52,034.58
Newton	73-108	Neosho R-V	-0-	2,777.19	2,777.19
Pemiscot	78-1	North Pemiscot R-I (Wardell)	20,543.58	-0-	20,543.58
	78-4	Cooter R-IV	8,226.84	-0-	8,226.84
	78-5	South Pemiscot R-V (Steele)	2,325.66	-0-	2,325.66
	78-9	Delta C-7 (Deering)	8,188.52	-0-	8,188.52
	78-13	Spec. School Dist. of Pemiscot Co.	8,700.98	-0-	8,700.98
Scott	100-61	Scott Co. R-IV (Benton)	-0-	2,794.46	2,794.46
	100-65	Scott Co. R-II (Oran)	8,763.32	-0-	8,763.32
	103-130	Puxico R-VIII	9,296.00	1,284.00	10,580.00
Stoddard	103-135	Bernie R-XIII	1,372.00	4,769.85	6,141.85
		GRAND TOTAL	$204,085.56	$474,296.73	$678,382.29

Among the strengths were:

1. A strong and ongoing inservice training program.
2. In most cases there was evidence of strong administrative support for the program.
3. An excellent supply of resources and materials was available to assist the tutors.
4. In most cases highly qualified instructors who seemed to genuinely desire to help children were employed.
5. The existance of a very good working relationship between migrant program personnel and the regular personnel of the school districts existed.
6. A low pupil-teacher ratio.
7. The staffs of the Migrant Centers were marked by enthusiasm, interest and ability.
8. Health care and services which are provided.
9. Students who seemed to be very appreciative of the program.
10. The Resource Center Libraries.
11. A continually expanding Career Development program which expands the student's knowledge of the world of work.
12. An improved student self image as a result of program participation.

Among the weaknesses were:

1. In several instances the migrant teacher doesn't have a home base and must travel from room to room.

2. There is a need for more home visits.
3. There is a need for greater community involvement.
4. School districts need to expand their efforts to communicate with parents of migrant children.
5. There seems to be a need for the further expansion of the Career Development at the secondary level.
6. In several instances the facility used for the migrant program is less than adequate.
7. The space available for the Resource Center Library has not kept pace with the increasing supply of materials.
8. The migrant teacher could use some para-professional help to assist with the record keeping function.
9. There is a need for additional staff at the Migrant Center level to care for the expanding demands of the program.

XIV. SUMMER SCHOOL PROGRAM

Summer programs for migrant children were six to eight week programs conducted during June and July.

The schools focused programs on the basic skill areas of reading, math, and language arts. In these summer programs formal instruction was de-emphasized. The programs primarily consisted of three components which were highly motivational in nature. These components were: (1) The paperback give-away, (2) A game center, and (3) A listening center. Table XXVIII indicates that in most instances some gain was evidenced in reading, spelling, and math skills. The migrant teachers provided any other help that may have been needed in academic areas. Materials were for the most part furnished by the Migrant Resource Library.

The Patchwork Players, a drama troupe from Southeast Missouri State University presented plays and puppet shows which dramatized certain lessons and concepts.

The specific purpose of Patchwork Players was to accentuate concepts to be learned by utilizing puppets, mime and song. The ideas and concepts presented included:

1. A sense of personal worth
2. Acceptance of proper values, morals and ethics
3. Correct personal hygiene
4. Awareness of artistic and cultural ideas

Class discussions followed these presentations. Parents were invited to attend and many parents did become more involved as a result of these programs.

TABLE XXVIII

WRAT TEST RESULTS BY GRADE LEVEL
SUMMER PROGRAM

GRADE	NUMBER OF STUDENTS	MEAN RESULTS								
		READING			SPELLING			MATH		
		PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN	PRE TEST	POST TEST	GAIN
K	4	.225	.325	.100	.250	.350	.100	.600	.375	-.225
1	22	2.027	2.245	.218	1.823	1.886	.064	2.132	2.295	.164
2	13	2.915	3.000	.085	2.254	2.346	.092	2.631	2.669	.038
3	25	3.676	4.144	.468	3.348	3.532	.184	3.588	3.676	.088
4	20	4.010	4.310	.300	3.785	4.310	.525	4.025	4.070	.045
5	18	5.450	6.561	1.111	4.722	4.817	.094	4.544	4.767	.222
6	8	6.188	7.225	1.038	4.838	6.225	1.388	4.913	4.963	.050
7	7	4.657	4.814	.157	5.043	4.886	-.157	4.057	4.371	.314
8	1	2.400	2.400	.000	2.600	2.600	.000	4.400	2.900	-1.500
UNGRADED	1	1.800	1.900	.100	1.800	1.800	.000	2.300	2.500	.200

While not all summer programs worked towards the same specific objectives, there was commonality in the general objectives which were to:

1. Provide educational services
2. Raise achievement levels
3. Provide some recreational services

In most cases the school day began at 8:00 a.m. and concluded at 1:30 p.m. with lunches available for the students. The facilities used were quite adequate.

There was an ample supply of materials, and those not furnished by the school district were supplied by the Migrant Resource Center.

The Evaluation Committee as a result of its visits to the schools drew the following conclusions and recommendations:

1. Attendance was very good
2. The students were given a sound instructional program that was highly motivational in nature
3. The students who were enrolled seemed very enthusiastic and appreciative of the opportunities afforded
4. An even greater effort should be made to provide parental involvement
5. More programs such as the Patchwork Players should be offered

Evaluation of the summer program was similar to the regular year program. The instruments used were the Wide Range

Achievement Test (WRAT) and the Scale of Student Attitudes. Students were given pre and post tests. Table XXVIII shows the results of the Wide Range Achievement Test. The results of the Scale of Student Attitudes are shown in Table XXIX.

Worthy of mention as a part of the summer program was the program conducted in East Prairie. High school age migrant children were taught welding in an evening program. The program was well received by those participating and provided an additional dimension to the summer program.

TABLE XXIX

SCALE OF STUDENT ATTITUDES BY GRADE LEVEL

SUMMER PROGRAM

GRADE	NUMBER OF STUDENTS	PRESCORE	POSTSCORE	PERCENT OF GAIN
K	5	18.800	22.400	19.15
1	26	20.385	23.385	14.72
2	17	18.529	22.824	23.17
3	30	21.300	23.000	7.98
4	24	20.708	23.625	14.08
5	20	22.600	25.700	13.72
6	10	20.600	23.200	12.62
7	9	16.778	22.000	31.13
8	1	17.000	29.000	70.59
UNGRADED	1	20.000	21.000	5.00

XV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The objectives of the program were:

1. Each student participating in academic tutorial instruction will maintain or increase his previous rate of gain in the computation and communication skills.
2. Each student participating in career development programs will demonstrate improvement in computation and communication skills as related to the "Career Development" program developed by the Migrant Education Center.
3. Each student participating in career development programs will increase his awareness of, specific knowledge of, and general requirements of selected occupational groups.
4. All migrant students with a suspected or confirmed health or physical problem which affects his ability to learn, and for which no other resources are available, will receive complete follow-up and treatment.
5. Parents of migrant children will be made aware of social services available in the communities in which they reside.
6. The relationship between migrant families and the schools which their children attend will be improved.

7. As a result of specific inservice training, migrant tutors and supportive staff will increase their knowledge of the migrant program, the administrative requirements of the program, and new and improved instructional methods appropriate for migrant children.

The total number of migrant children enrolled in the state were 3702. The Cape Girardeau Center was responsible for 3084 and the Monett Center was responsible for 618.

Some of the services provided through the Migrant program were:

1. The regular year tutorial program enrolled 1113 children.
2. The summer school tutorial program during the summer enrolled 176 children.
3. 744 children were provided with various health services.
4. Library services were provided to 55 school districts.

The staff members of the Migrant Centers developed and conducted many workshops. The scope of these workshops was varied. Those participating in the workshops rated them as being very valuable in assisting them in carrying out the program.

Health services were an important part of the program. Registered nurses were on the staff of each Center and

responsible for the implementation of health services.

The Migrant Libraries handled all materials, equipment, textbooks, etc. for the tutorial program. The libraries were well managed and offered materials and equipment that could not be duplicated elsewhere. The library staff at the Cape Girardeau Center played an integral role in the development of the library for the Monett Center.

Data for the evaluation was gathered by a three member evaluation team which visited the various schools. The use of standardized test results were incorporated in the evaluation. A discussion of these test results can be found in Sections XII and XIV of this report.

CONCLUSIONS

Conclusions of this evaluation are based in part on the observations of the evaluating team and in part on the objective instruments used to gather data.

Conclusions reached by the evaluation were:

1. The Migrant Program did an effective job in meeting its objectives.
2. The staff members employed at the Centers are enthusiastic, dedicated and competent.
3. Migrant children showed progress in the basic skills areas of reading, spelling and math.
4. Many special and supportive services were offered as an adjunct to the program. These services as offered were good.

5. The Migrant Libraries play a very important part in the total effectiveness of the program.
6. There has been a conscious effort to increase parental involvement and communication with the schools.
7. The migrant teachers employed by the various school districts appeared to be dedicated and well qualified.

RECOMMENDATIONS

The following recommendations are made with the conviction that they will provide continual improvement for an already effective program:

1. Efforts to involve more parents of migrant children should be expanded.
2. Efforts should be made to provide more library space.
3. Continual efforts should be made to help the migrant teachers become aware of the ever increasing supply of library materials.
4. Efforts should be made to continue the improvements of classroom facilities.
5. Consideration should be given to the hiring of a technician to service, maintain and repair audio-visual equipment.
6. Consideration should be given to hiring additional staff to augment program expansion (i.e. curriculum specialist, career development specialist).

7. The health services performed would seem to suggest that the nurse positions should be full time.
8. More programs should be developed for junior and senior high school migrant children.
9. The success of the Career Development program would suggest the desirability of further expansion of this program.

APPENDICES

APPENDIX A

EVALUATION

_____
Student Number

SCHOOL PLANT_____ DISTRICT_____

MIGRANT TEACHER_____

MIGRANT STUDENT_____ AGE____ GRADE_____

WRAT PRE-TEST SCORES _____ _____ _____
READING SPELLING MATH

WRAT POST-TEST SCORES _____ _____ _____
READING SPELLING MATH

SUBJECTS BEING TAUGHT_____

DAYS OF WEEK WITH MIGRANT TEACHER (circle) M T W TH F

TOTAL DAYS WITH MIGRANT TEACHER_____

MINUTES PER DAY WITH MIGRANT TEACHER_____

[1]to be given two weeks after school starts

[2]to be given during last week of school

	Pre-test[1]					Post-test[2]			
	Excellent	Good	Average	Poor		Excellent	Good	Average	Poor
General attitude toward school									
Interest in learning									
Cooperation with other pupils									
Cooperation with teacher									
Attends school regularly									
Attitude toward self									
Work habits									

DATE DROPPED_____ DAYS PRESENT_____ DAYS ABSENT_____

NEW LOCATION IF KNOWN_____

APPENDIX B

EDUCATIONAL SERVICES AND RECORDS CENTER
FOR MIGRANT CHILDREN

HEALTH SERVICE POLICIES

I. Purpose of Educational Services and Records Center for Migrant Children.

A. The Educational Services and Records Center is concerned with helping schools devise ways to help migrant children maintain and continue their education in spite of the disadvantage of having to change schools and be absent from school frequently.

II. Purpose of Health Services as integral part of the program.

A. As stated by the Educational Policies Commission, National Education Association and the American Association of School Administrators in 1961...

> "The central purpose of education is to develop rational powers of the individual or his capacities to think and reason...Basic to this development is physical health, since disease, defects, or disability may interfere with learning..."

B. Therefore, the purpose of the Health Services is to correct these defects, diseases, and disabilities to the degree that the child is made educable.

III. Specific policies of the Center for Migrant Children with regard to Health Services.

A. This program will act as a supplemental Health Service reservoir and will be used only after all community, school, and public health facilities have been exhausted or found not to be applicable.

B. This program will serve only those children who qualify under the definition set forth in the project-Title I Elementary and Secondary Education Act PL 89-10 as amended by PL 80-750.

C. Before services are rendered the child must be identified by filling out the "Student Enrollment Transmittal Form: for Migratory Children by the school the child is attending and the return of this form to the Records Center. This will be transmitted to the Data Bank in Little Rock and a copy sent to the reporting school.

D. All schools reporting migrants are eligible for the program and will be supplied with Health Referral Forms which should be filled out on each child requiring health services. This referral may come from any school personnel noting the health problem. This referral should then be sent to the Educational Services and Records Center for Migrant Children. From this point the nurse associated with the program, in cooperation with the school nurse from the referring school (if there is one) will check through services available to this child from the various agencies and community resources. Home visits will be made to assure cooperation with the parents and eligibility for assistance secured through community groups (churches, clubs, health agencies or the Migrant Program). If it is found that the Migrant Program is the only applicable resource, examination by the proper medical services will be authorized.

If extensive care is needed an estimate will be required and will be approved or denied before work is continued.

When all the above qualifications are met--the Educational Services and Records Center will be able to provide for:

1. Visual examination and corrective glasses if needed.
2. Dental examination and repair (with approval of submitted estimate of services to be rendered). See note #1.
3. Medication to control, alleviate or prevent disease.
4. Operations which would enable the child to take advantage of educational opportunities. Such as tonsillectomy and adenoidectomy, hernia repair, etc. See note #1.
5. Emergency care of accidents. See note #1.
6. Health teaching on an informal basis in the home by the nurse with the Migrant Program if requested.

Note 1: Items 2, 3 and 5 are subject to approval by the Dean of Instruction and the Director of the Migrant Program

Kindergarten through high school children are eligible. Pre-school children can be served if they will be entering school the following year and their health problem would be a severe handicap to entering school and taking advantage of our primary aid--education.

APPENDIX C

I.D.#_____

REFERRAL OF MIGRANT CHILD WITH HEALTH PROBLEM

Reported by_____Date_____

Child's Name_____Date of Birth_____

Address_____Phone_____
No. Street Town

Date Enrolled_____School_____Grade_____

Father's Name_____Occupation_____

Mother's Name_____Occupation_____

Other Children in Family-

Names	Date of Birth	Names	Date of Birth

Disability -

Vision 20/ (R) 20/ (L)

Dental_____

Hearing_____

Other_____

_____

_____

_____

Date of Last Examination_____By Whom_____

Referral - Health Problems
Page #2

Recommendations for Services Required_____

_____

_____

_____

Attending Physician_____

Estimate of Total Fee for Service_____

_____

_____

Other Resources Contacted and Description of Assistance Received, if any:

1._____ 3._____

2._____ 4._____

FOR USE BY RECORD CENTER ONLY:
Estimated Services $_____Approved_____Not Approved____

APPROVED BY_____Date Approved_____

Services Completed_____

_____

_____

_____

Please send completed form to:

Educational Services and Records Center for Migratory Children of Missouri
354 North Henderson Street
Cape Girardeau, Missouri 63701

GRADE ____

Student No. (if available) _____

STUDENT ENROLLMENT TRANSMITTAL (SET)

1. Name (Last)_____(F)_____(MI)___Sex_____

2. Date of Birth_____Verified by: B.C.____Doc.____Other_____None_____
Mo. Da. Yr.
Place of Birth:City_____County_____State_____

3. Home Base City_____State_____

4. School Name: District_____Plant_____

School Address: Street_____City_____

State_____Zip_____

Date of current Enrollment_____ Mo. Da. Yr.
Date of most recent arrival in this School District_____ Mo. Da. Yr.

5. Last School Attended_____Address_____
City State

6. CHECK APPROPRIATE SPACE BELOW (See definitions on reverse side)

Interstate_____ Intrastate_____ Five Year_____

7. Legal Parents

Father (Last)_____(First)_____

Mother (Last)_____(First)_____

8. Current Parents or Guardians

Father (Last)_____(First)_____

Mother (Last)_____(First)_____

9. Number of school age children in family and ages_____/_____
No. Ages

10. Current Address of Student
Street_____City_____State_____
Zip_____

11. CHECK ONE: Commercial Fishing_____Agriculture_____
Agriculture also includes food processing (Poultry-Freezing-Canning)
Forestry Activities are not eligible.

12. Occupation determining Migrant Status_____

_____
(Explanation of Item 12, if necessary)

(PLEASE COMPLETE REVERSE SIDE)

Definitions:

A. INTERSTATE - A child who has moved with a parent or guardian within the past 12 months across state boundaries in order that a member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

B. INTRASTATE - A child who has moved with a parent or guardian within the past 12 months across school district boundaries within a state in order that a member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

C. 5 YEAR MIGRANT (formerly migratory) - A child who has been an interstate or intrastate migrant as described above, but who, along with his parents or guardian has ceased to migrate within the last 5 years.

****

My child has moved with me within the past 12 months in order that I might secure temporary or seasonal employment in agriculture or in related food processing activities OR my child is formerly migratory as described in "C" above.

I grant permission for my child to participate in this program including medical treatment when necessary.

The Migrant Student Record Transfer System has been explained and is understood by me. I know that my child's record will be made available for me to see and obtain if I should desire. I understand further that this record is a part of the Migrant Student Record Transfer System and will be sent to other schools in which my child intends to enroll.

_____ _____

DATE PARENT'S SIGNATURE

_____

Signature of School Representative initiating this enrollment and verifying Migrant Status of above student.

Migrant Records Center
354 North Henderson
Cape Girardeau, Missouri 63701
PHONE: 314 334-6917